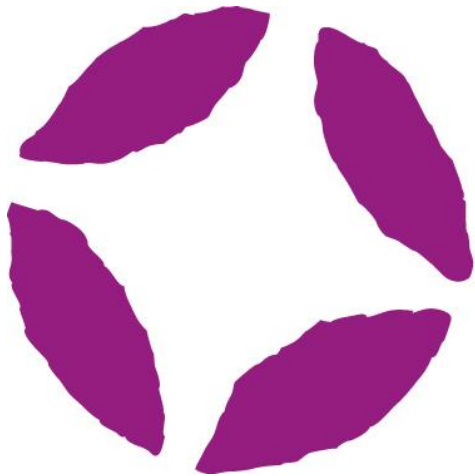




SMC

FAITH IN DEVELOPMENT

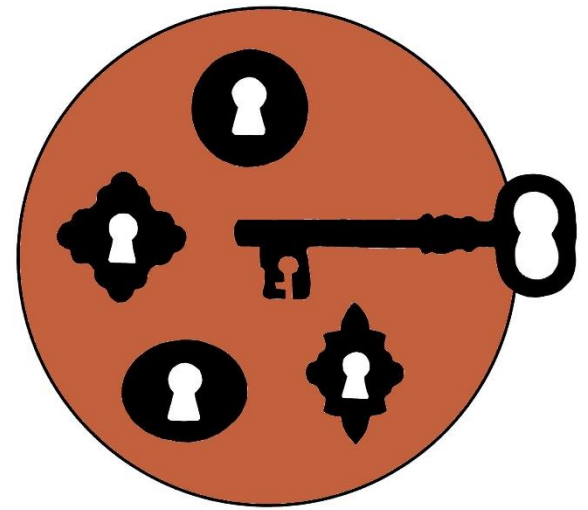
Welcome



SMC

FAITH IN DEVELOPMENT

Working with change in a religious world



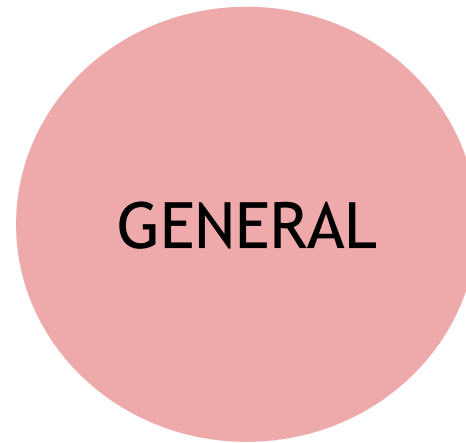


”The purpose
is increased
religious literacy

What do we mean by religious literacy?



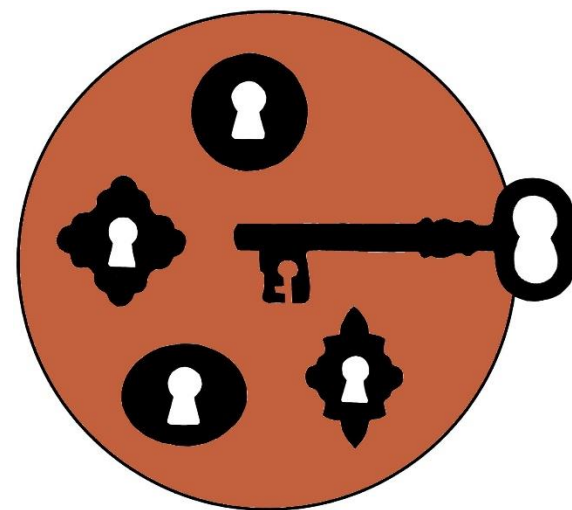
3 levels of religious literacy



RELIGIOUS IDEAS AND ACTORS



FREEDOM OF RELIGION OR BELIEF (FORB)

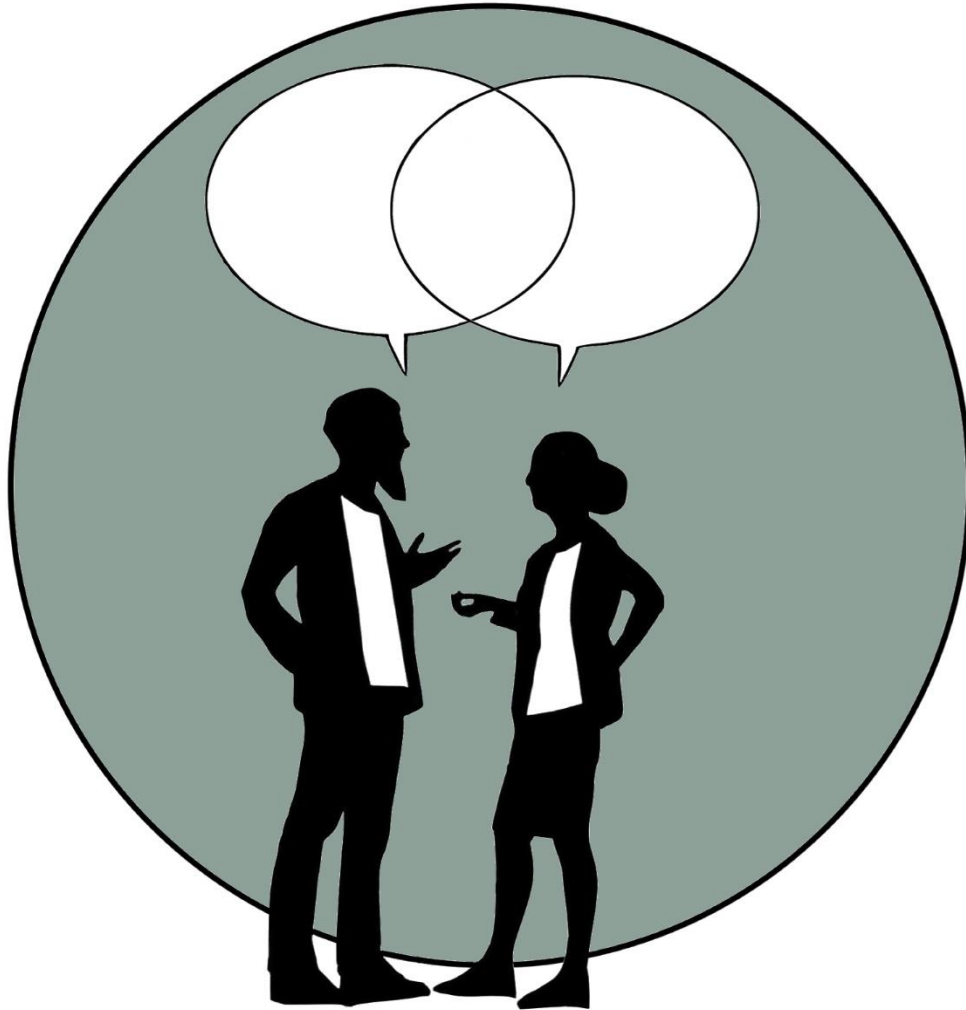


OURSELVES

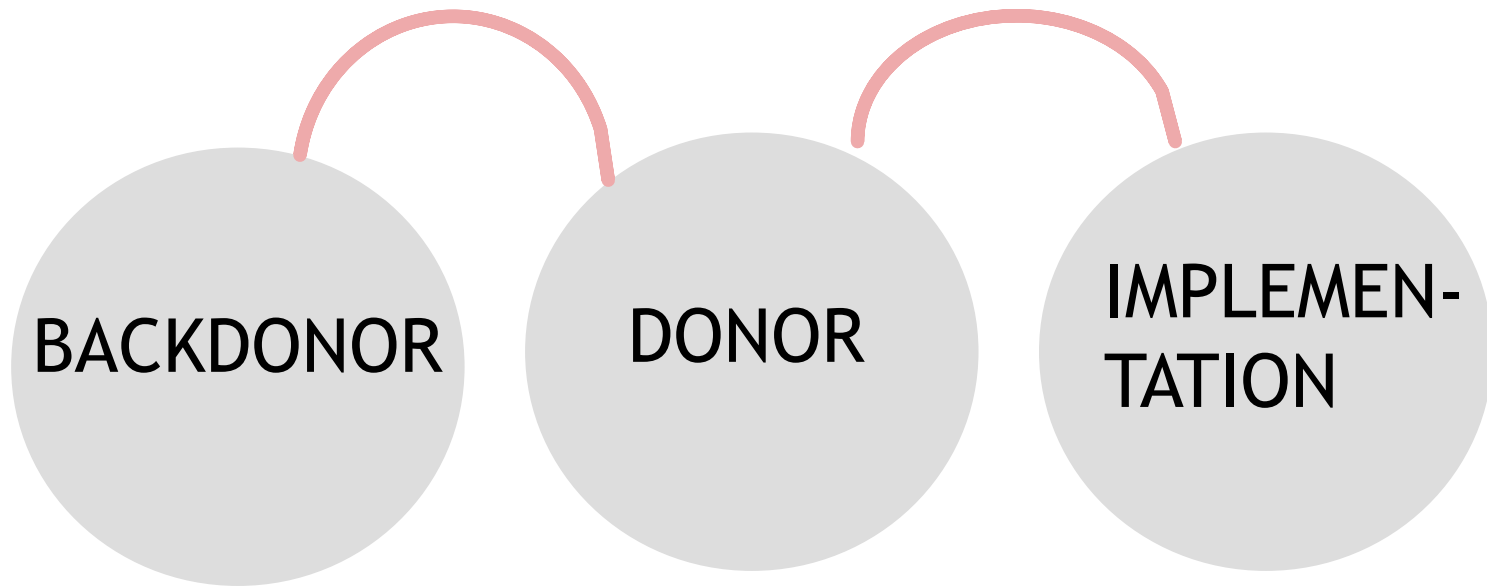


What did we learn about development, 20 years ago at university?

- TRADITIONAL
- RELIGIOUS
- RURAL
- SUBSISTANCE
- DEVELOPED
- URBAN
- EDUCATION
- SPECIALIZED
- KNOWLEDGE



Language of development



Language of faith

Exercise:

Secularism?

Religion?



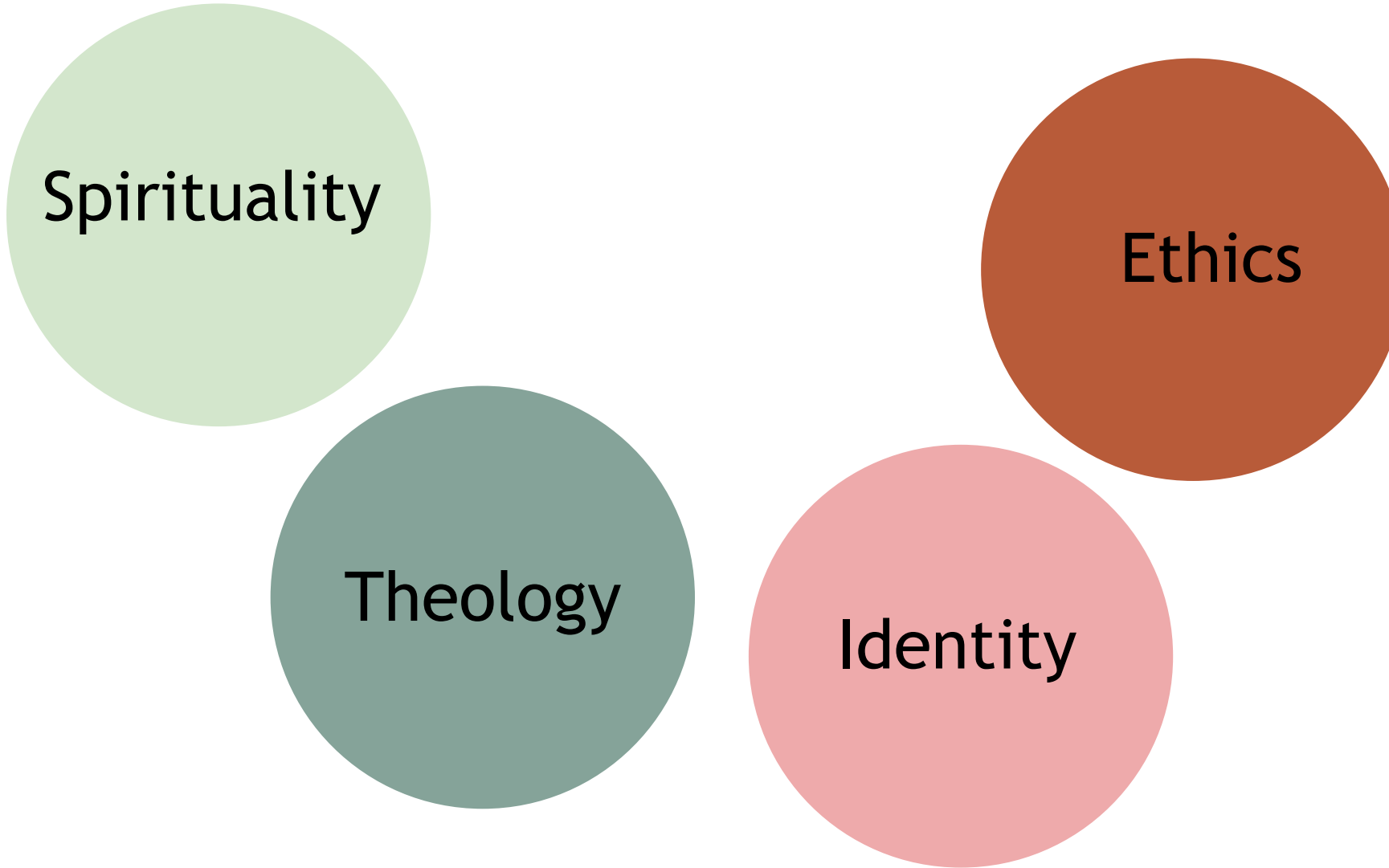
Exercise:

What is religion?

What is secularism?

In what situations and in relation to what kinds of questions do you relate to religious actors or ideas during an every day work week?

What is religion?

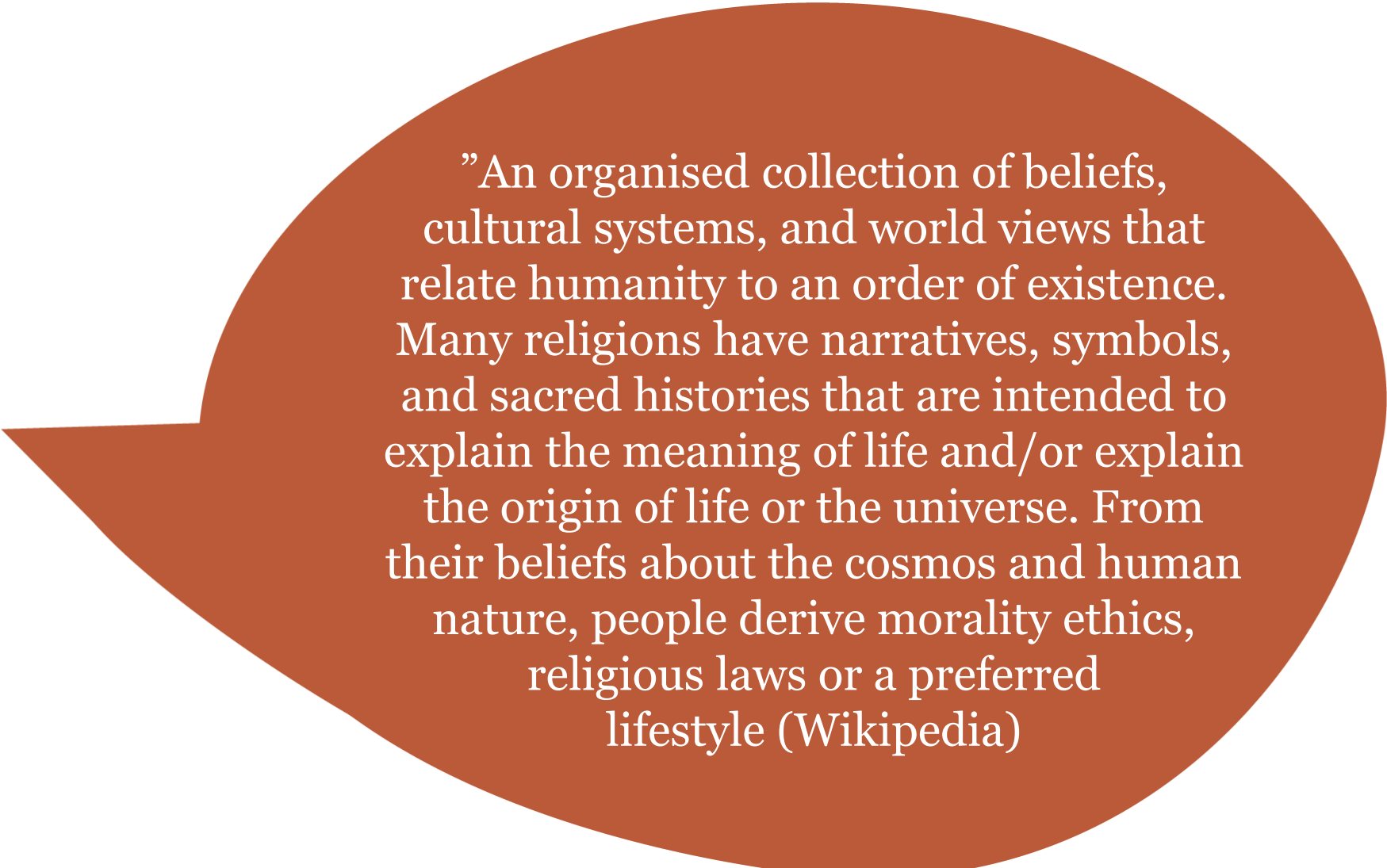


Spirituality

Ethics

Theology

Identity



”An organised collection of beliefs, cultural systems, and world views that relate humanity to an order of existence. Many religions have narratives, symbols, and sacred histories that are intended to explain the meaning of life and/or explain the origin of life or the universe. From their beliefs about the cosmos and human nature, people derive morality ethics, religious laws or a preferred lifestyle (Wikipedia)

4

1. A difference between
confessional theology and the
study of religion

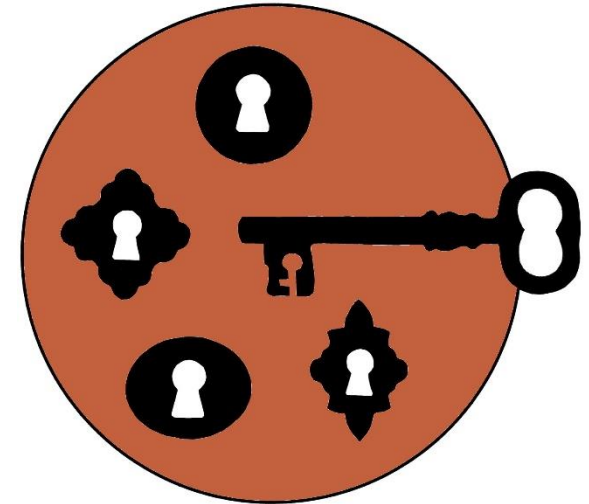
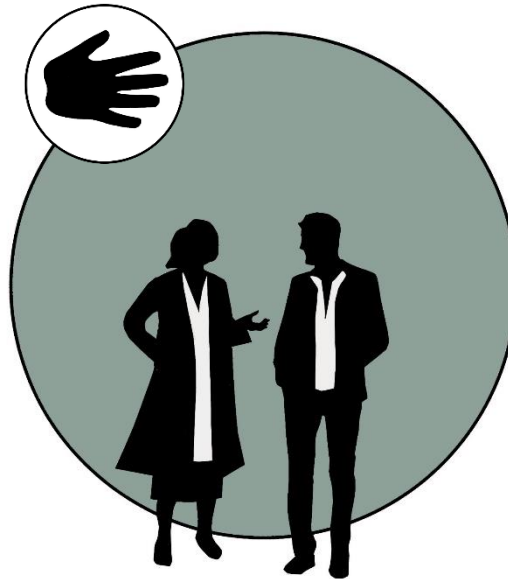
2. Religions are internally diverse

3. Religions evolve and change

4. Religious influences are
embedded in cultures

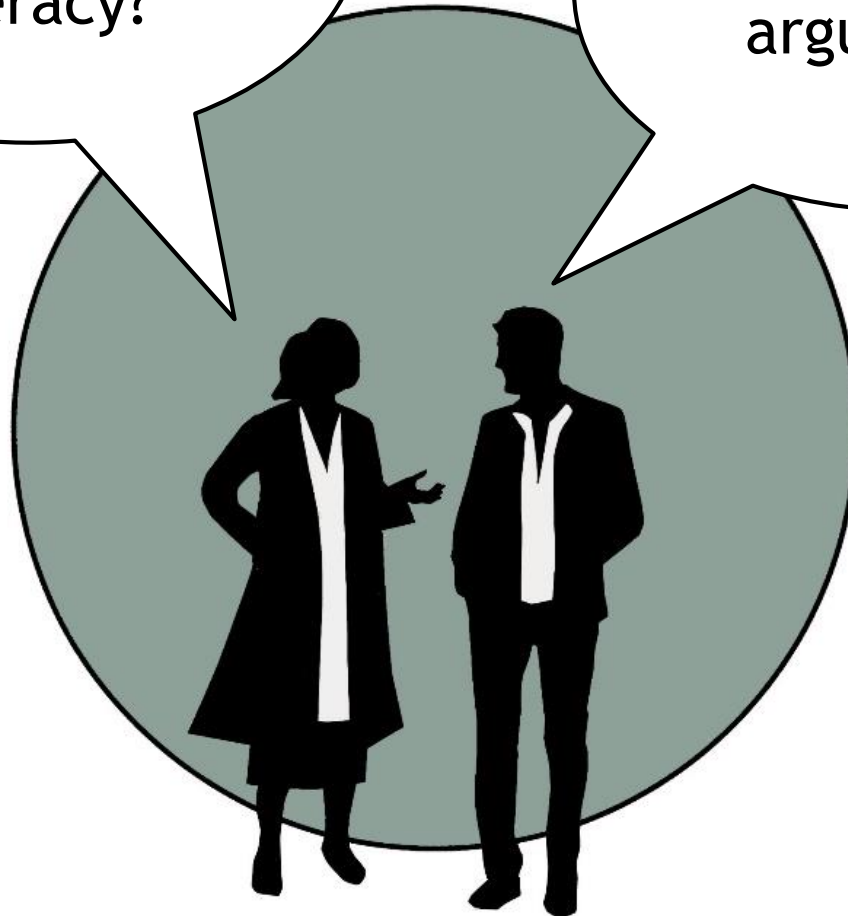
1. A difference between confessional theology and the study of religion
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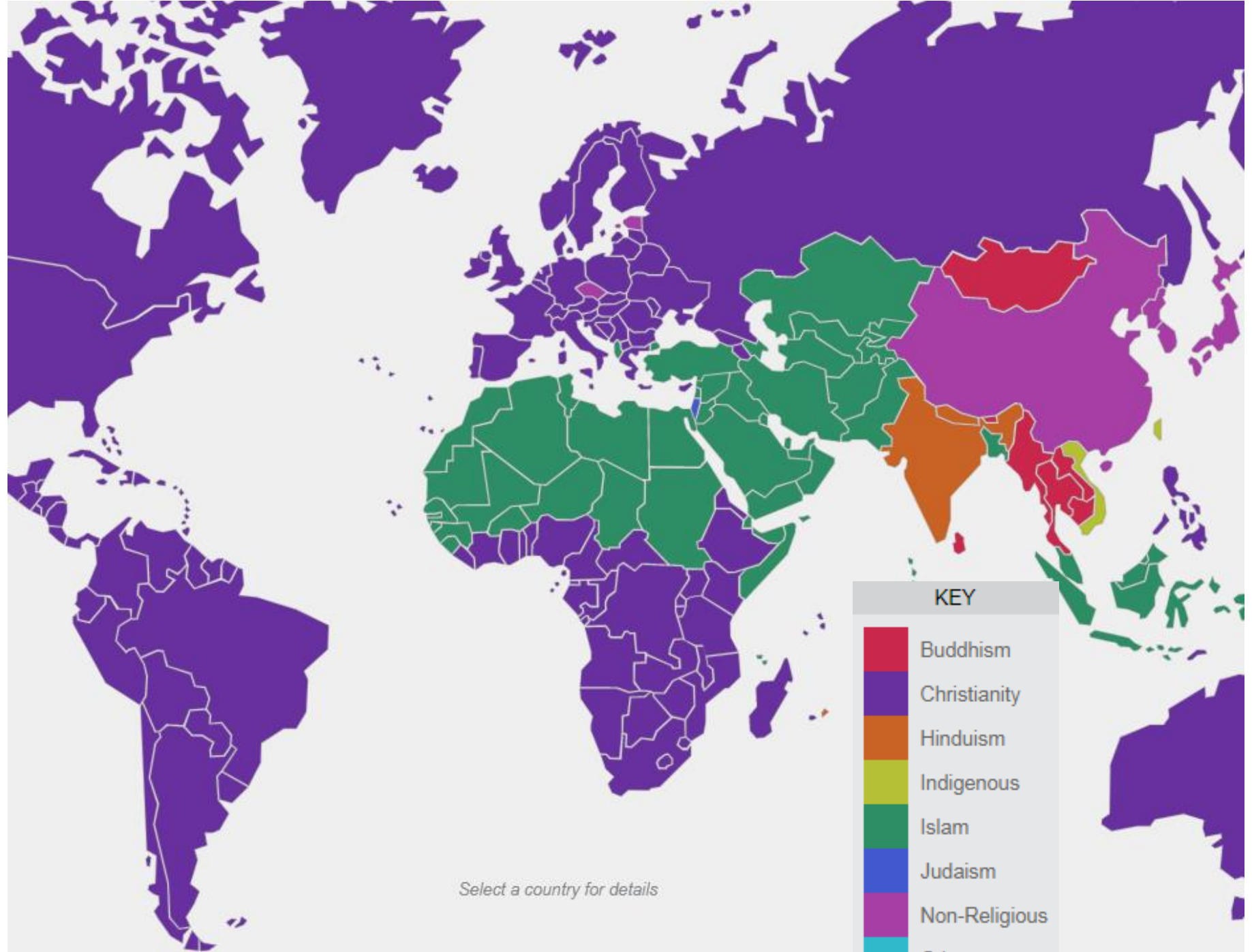
SMC:s view of religious literacy



Why do we
need religious
literacy?

What are the
arguments?





2015

84%

2015

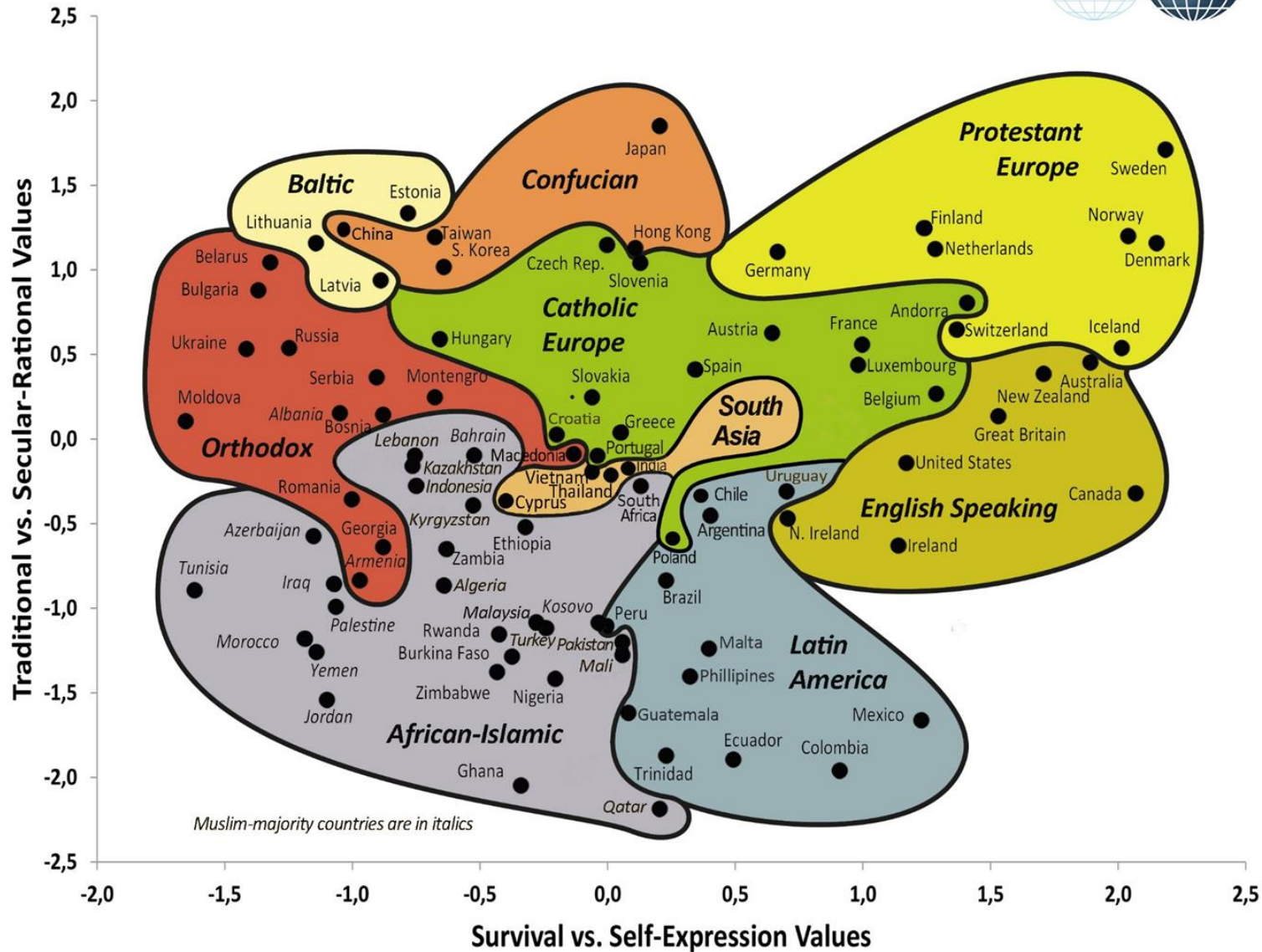
84%

2060

87,5%

Values matter

WVS6, 2015



The world is complex...

...and religion and identity are complex





Exercise:

To look at religion
from an outside
perspective?



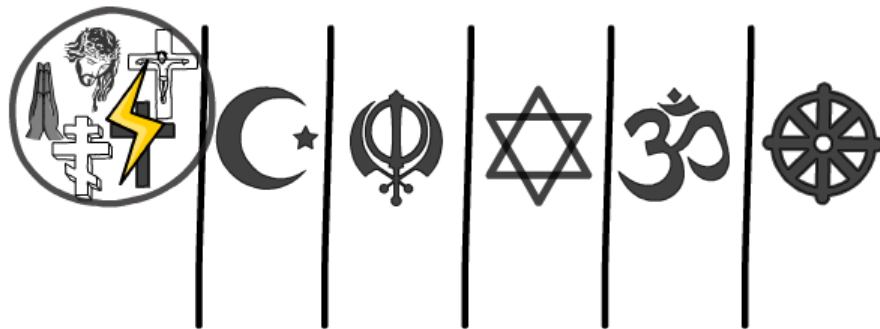
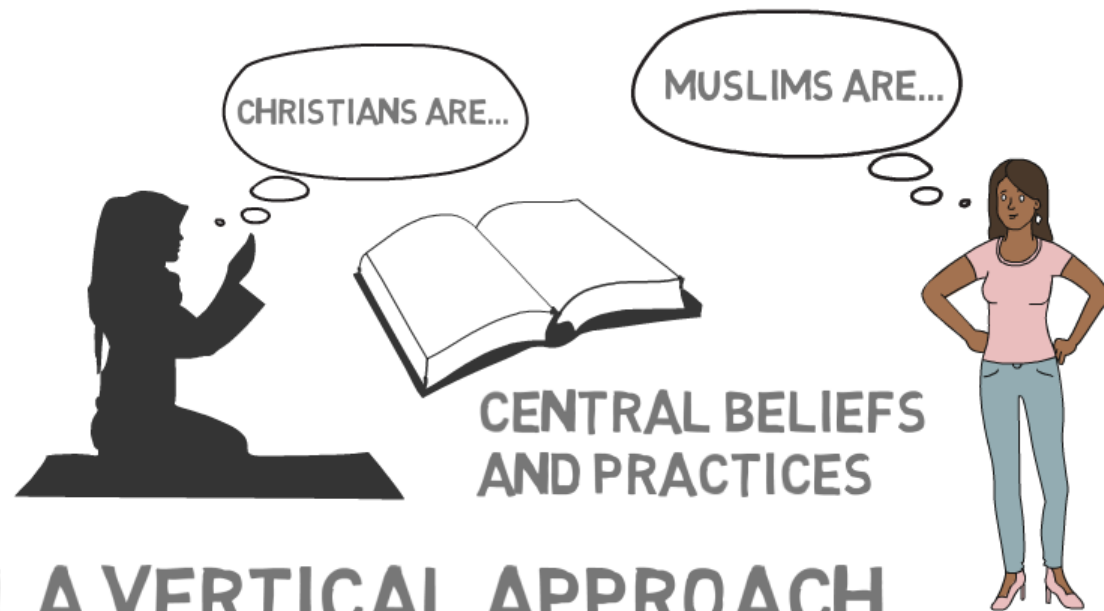
SMC

FAITH IN DEVELOPMENT

<https://youtu.be/AwAirRUjEHQ>

**SIX LENSES FOR
LOOKING AT RELIGION**







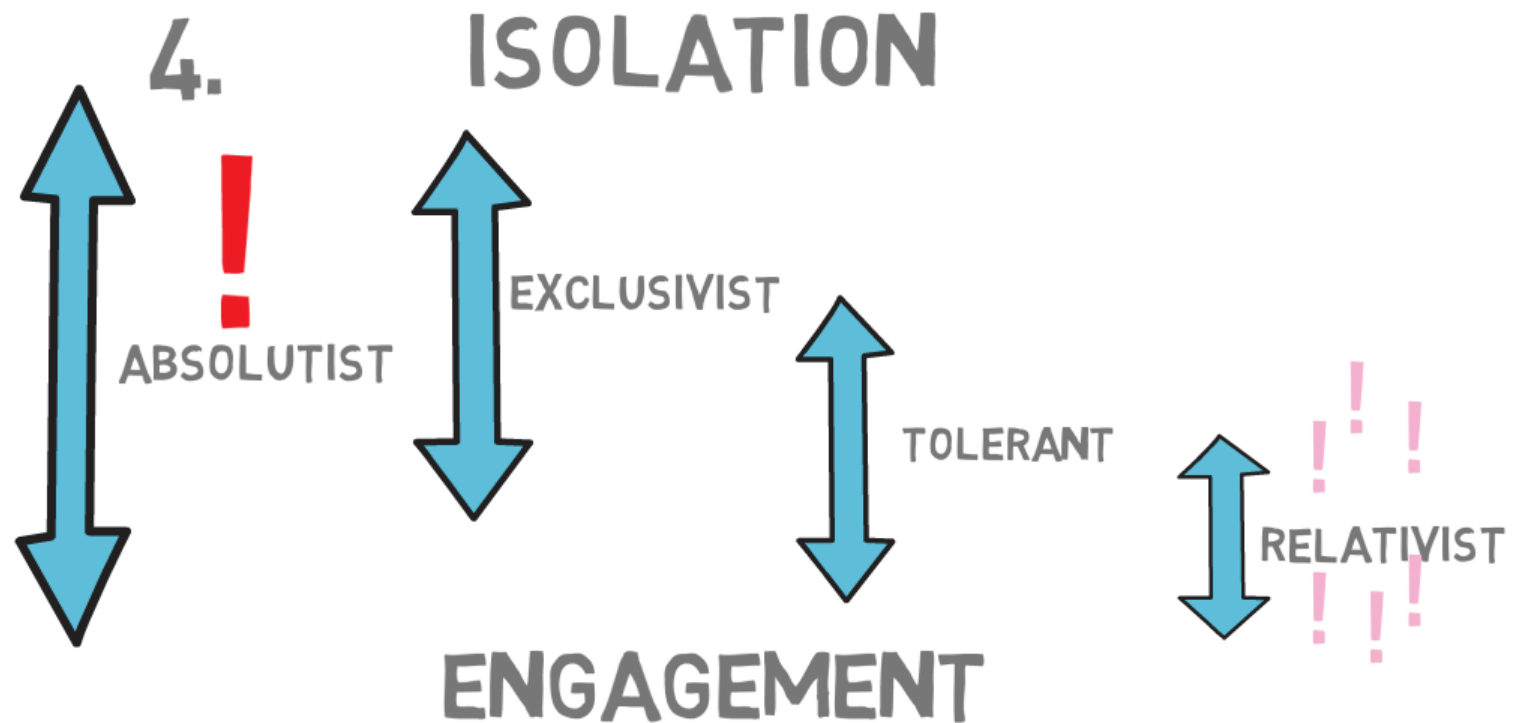
2. CORRECT BELIEFS VERSUS **CORRECT PRACTICE**

(ORTHODOXY OR ORTHOPRAXY)

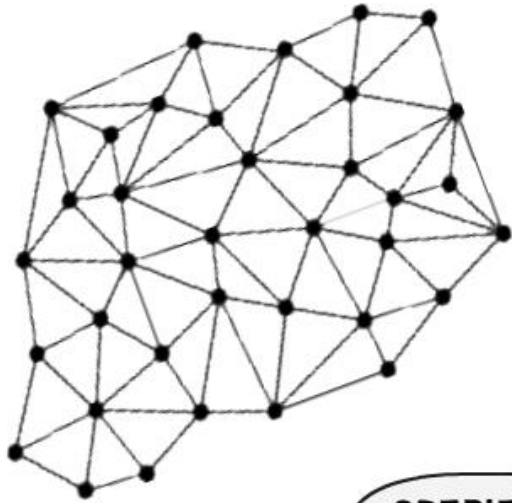


3. INNER EXPERIENCE VERSUS OUTWARD BEHAVIOUR



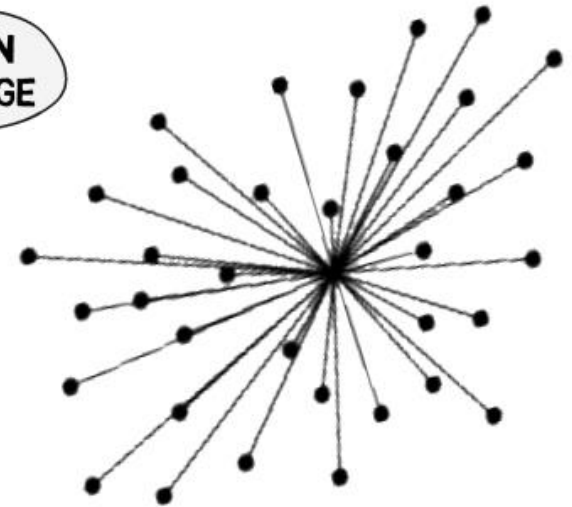
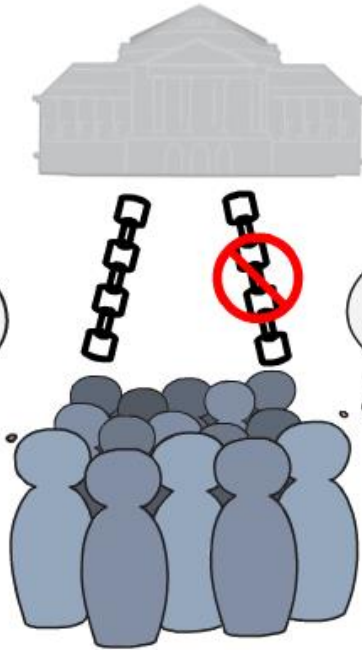


5. CENTRALISED VERSUS DE-CENTRALISED



OBEDIENCE
AND TRADITION

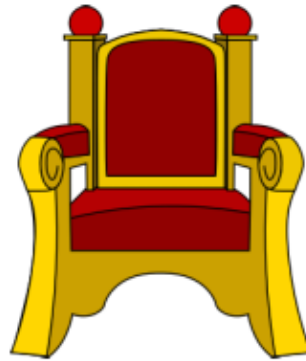
QUESTION
CHALLENGE



POWER
LEADERSHIP
DECISION-MAKING
ORGANISATIONAL STRUCTURES



WORSHIP



ALLIEGIANCE

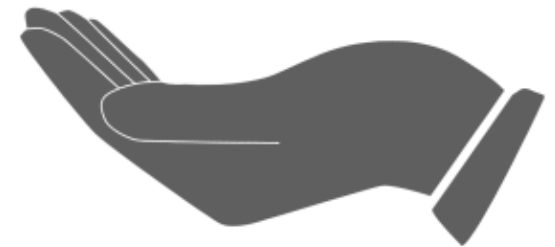


IDENTITY



6. RELIGION AS COMMUNITY

DEPENDENCY





IDENTITY



DEPENDENCY



6. RELIGION AS COMMUNITY



1. A VERTICAL APPROACH



2. CORRECT BELIEFS

VERSUS

CORRECT PRACTICE

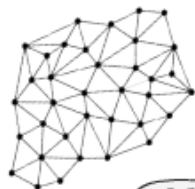
(ORTHODOXY OR ORTHOPRAXY)



3. INNER EXPERIENCE
VERSUS
OUTWARD BEHAVIOUR



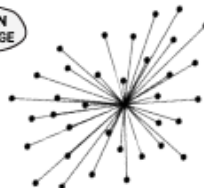
5. CENTRALISED VERSUS DE-CENTRALISED



OBEEDIENCE
AND TRADITION



QUESTION
CHALLENGE



POWER
LEADERSHIP
DECISION-MAKING
ORGANISATIONAL STRUCTURES

4. ISOLATION



ABSOLUTIST



EXCLUSIVIST



TOLERANT



RELATIVIST

ENGAGEMENT

Change from
top to bottom



Structural
issues

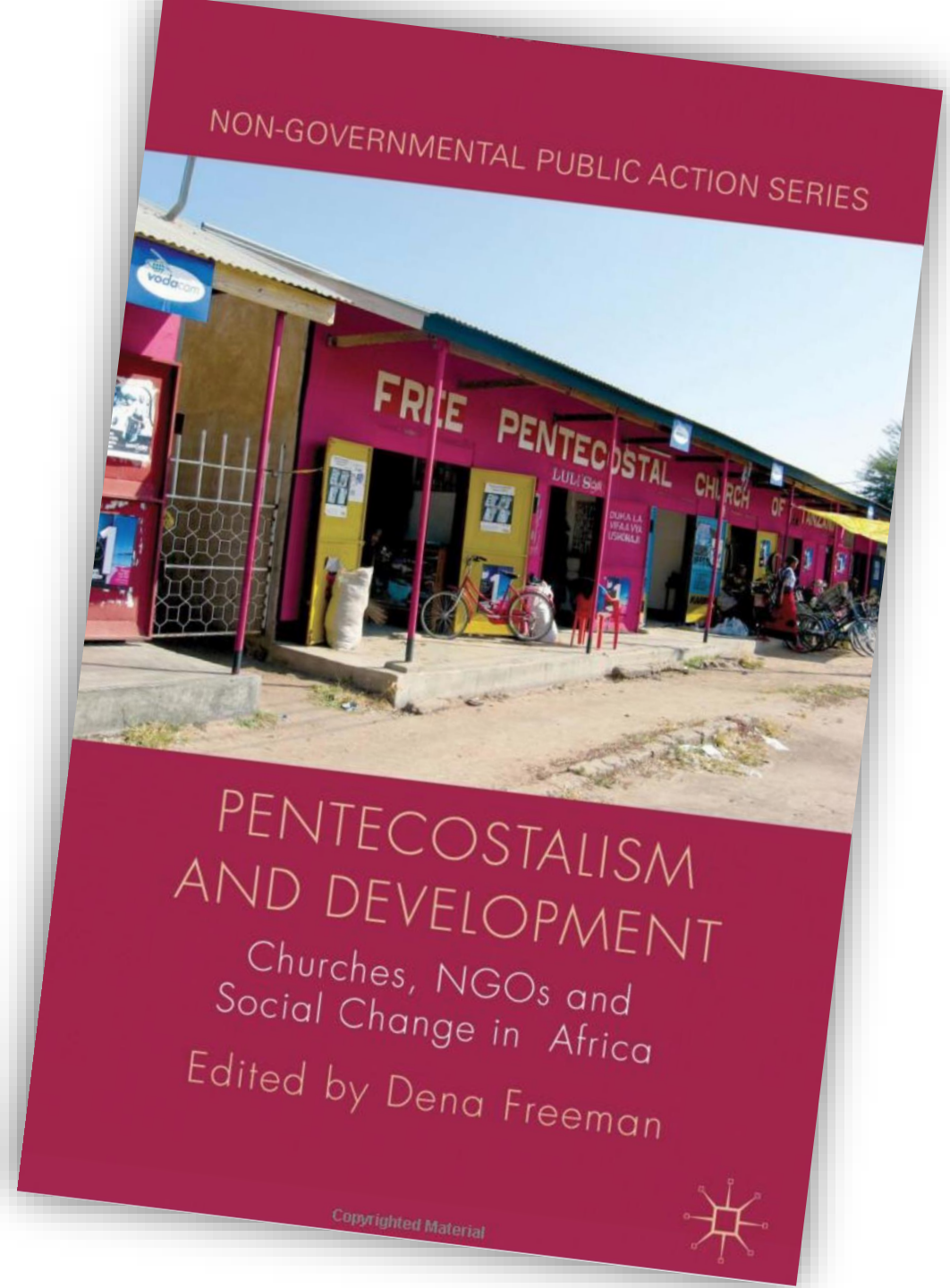


Individual
issues



Change from
bottom to top

Religion
motivates...





Faith based actors have...

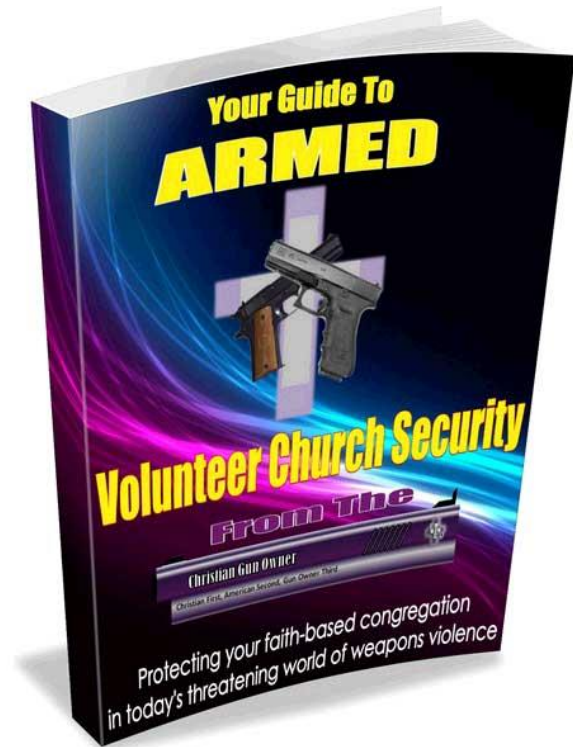
Religion and gender

Who have access to power through religious organisations?

Who are the followers and believers?

Does religion have a positive or negative impact on gender equality?

For better, for worse.....



Instrumentalization:



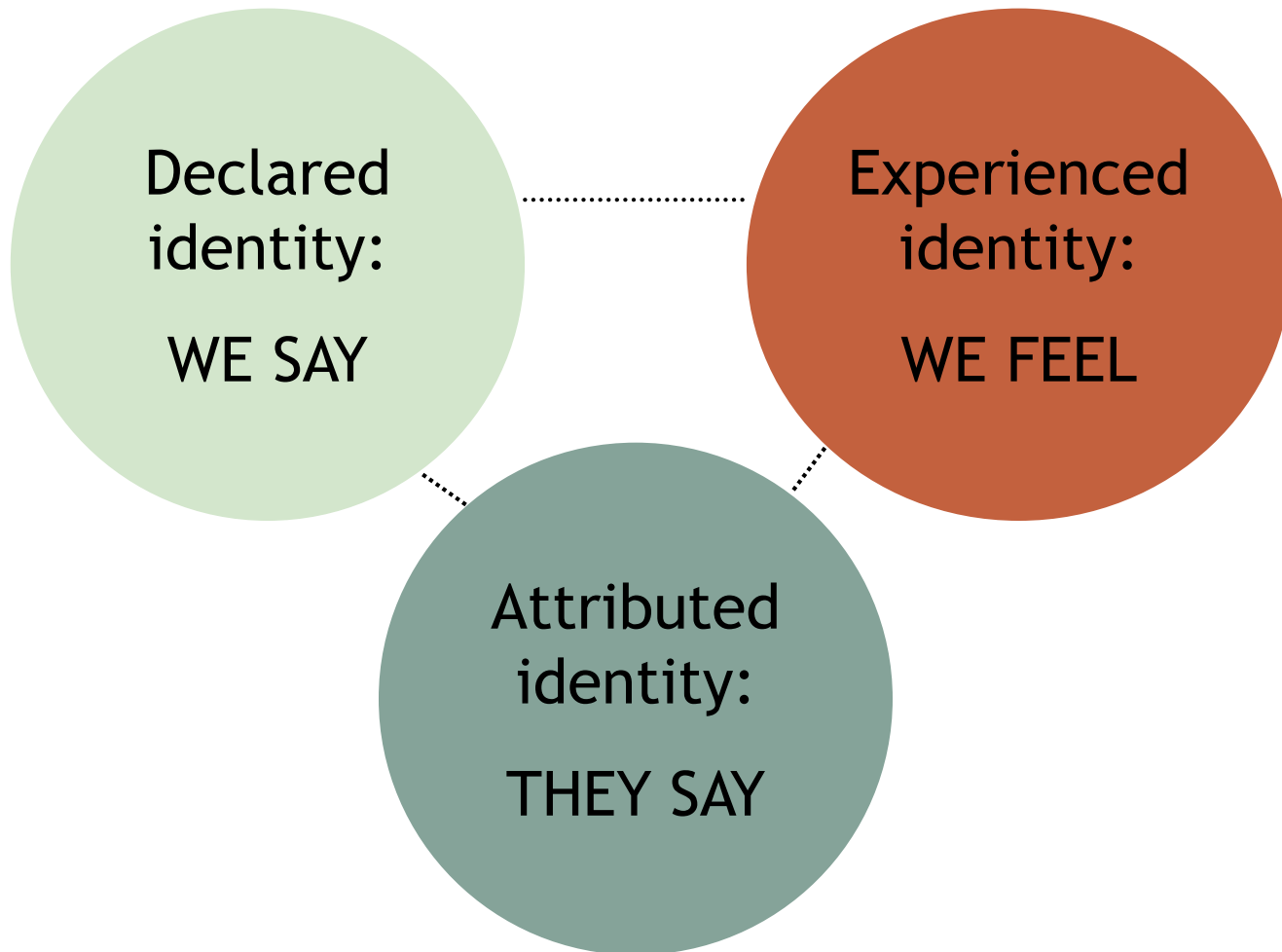


Secular or Faith-Based?

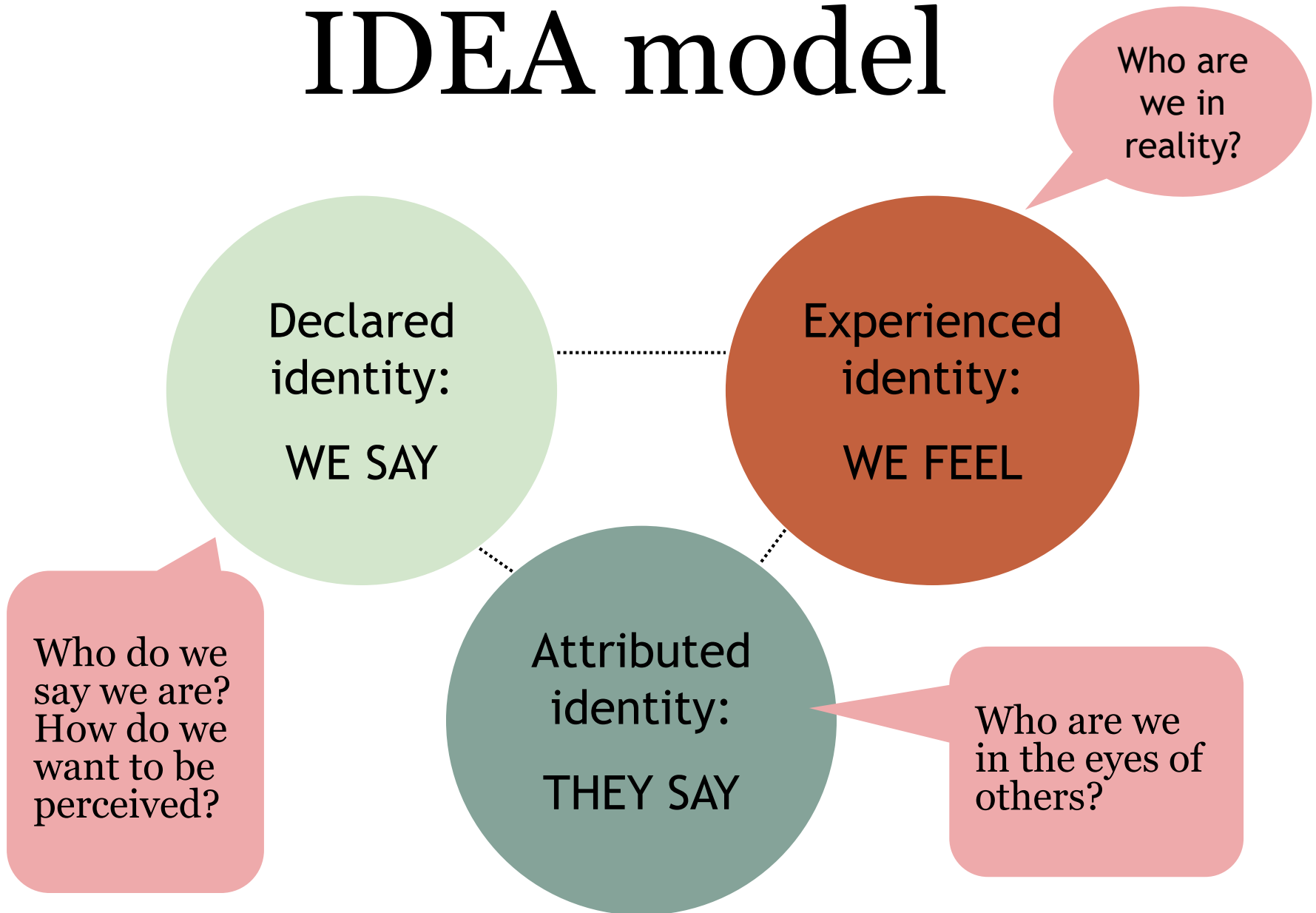
Sider and Unruh's FBO typology

1. Faith-permeated organisations
2. Faith-centred organisations
3. Faith-background organisations
4. Faith-secular partnerships
5. Secular organisations

IDEA model

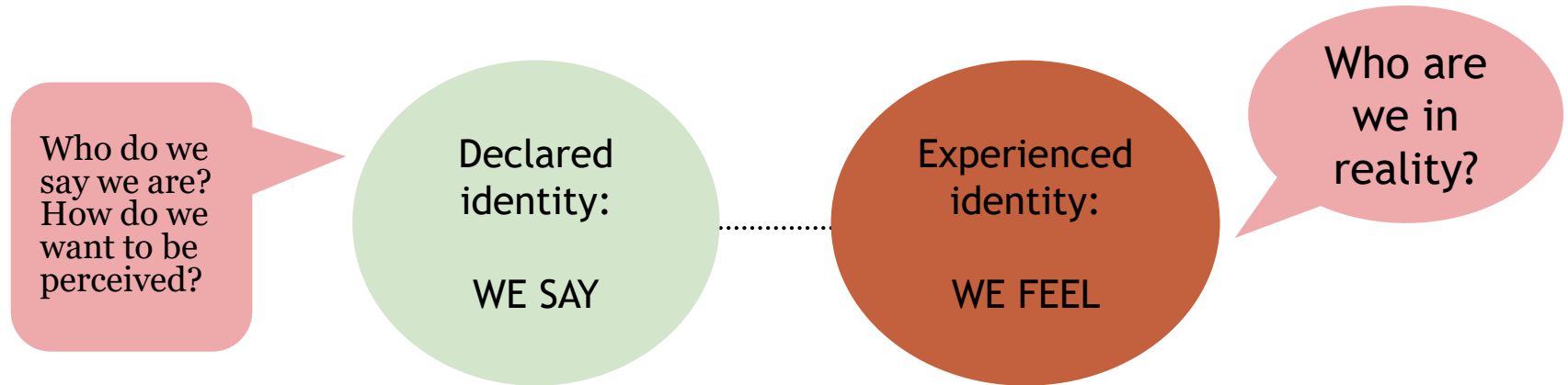


IDEA model





Discuss in organisation groups:



Declared:

- What do we express in our formal documents and our communication outward?
- What typology would we use to describe us based on our formal documents and communication outwards?

Experienced:

- How do we experience ourselves?
- What typology would you use to describe the organisation?

Discuss in organisation groups:



- How do others perceive us? How have they described our organisation? Do they perceive us as religious?
- Which FBO type would they assign to us?

Is it the
staff?

Is it in your
policy?

Who is the guardian of
your identity?

Is it the
Secretary
General?

Is it in the
Board?

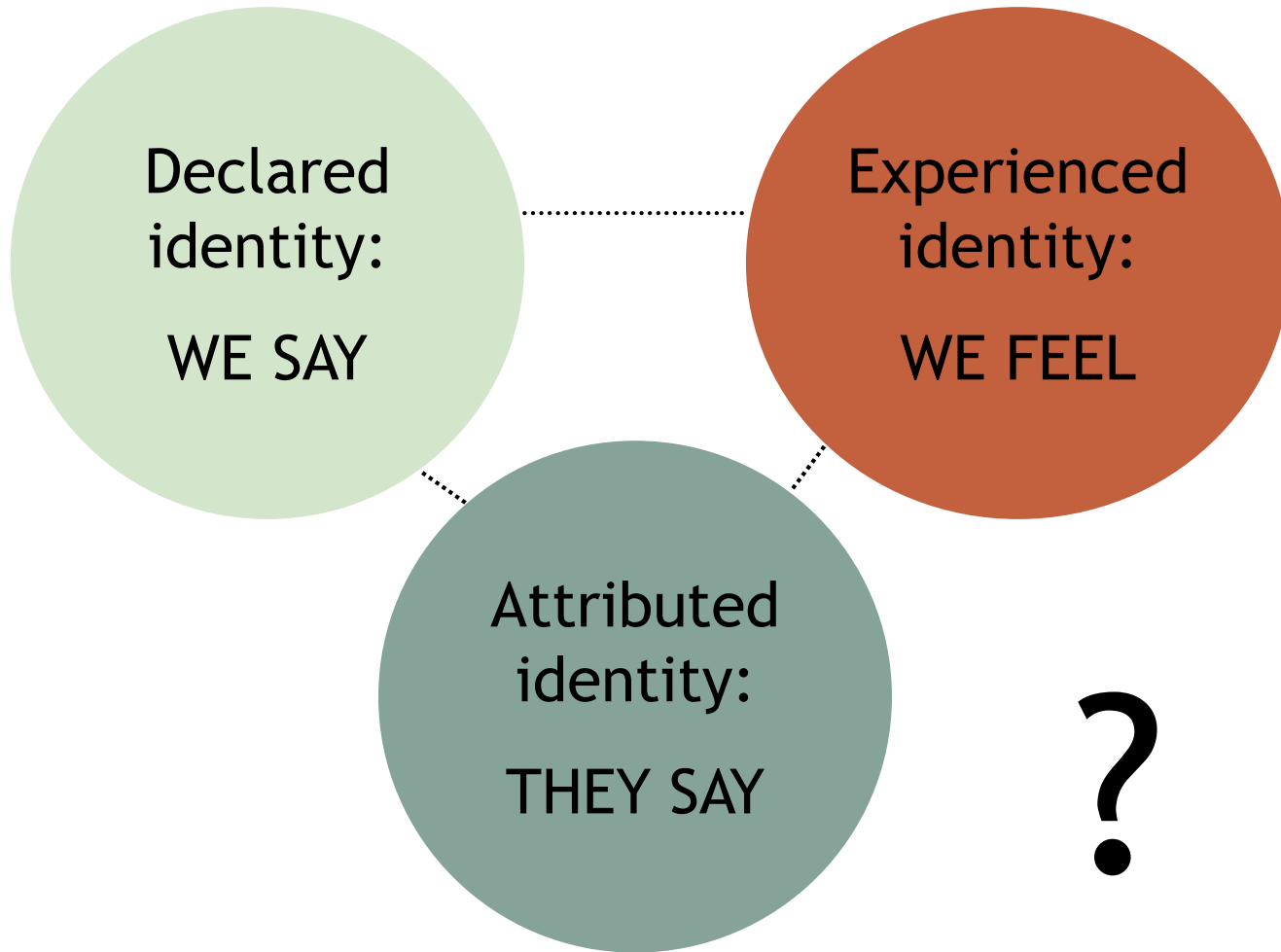
Is it the
members?



Discuss: Multi faith staff

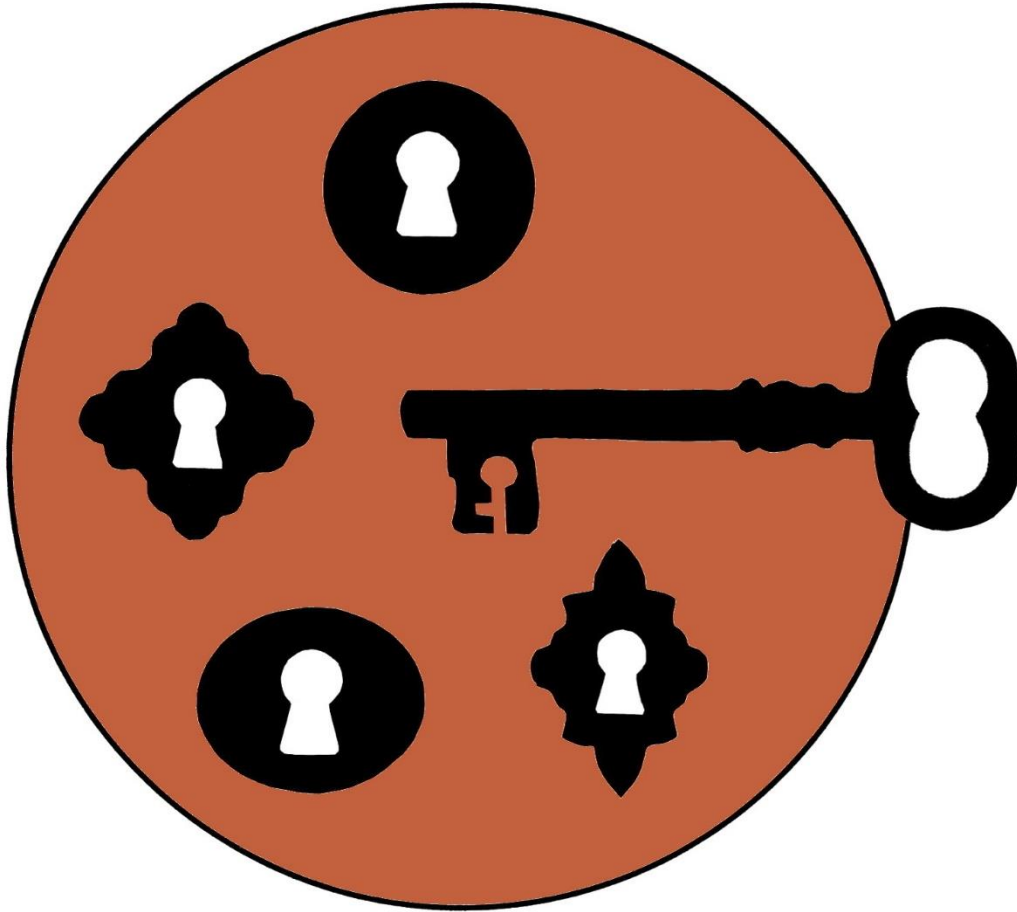
- Describe the situation in your own organisation!
- How do you make use of this asset?
- What is the relation between multi faith staff and organisational values.

Putting it together





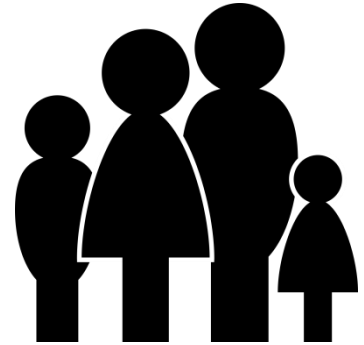
What is
FoRB?





<https://www.youtube.com/watch?v=fy6z14Gj0-4>

What does freedom of religion or belief involve?



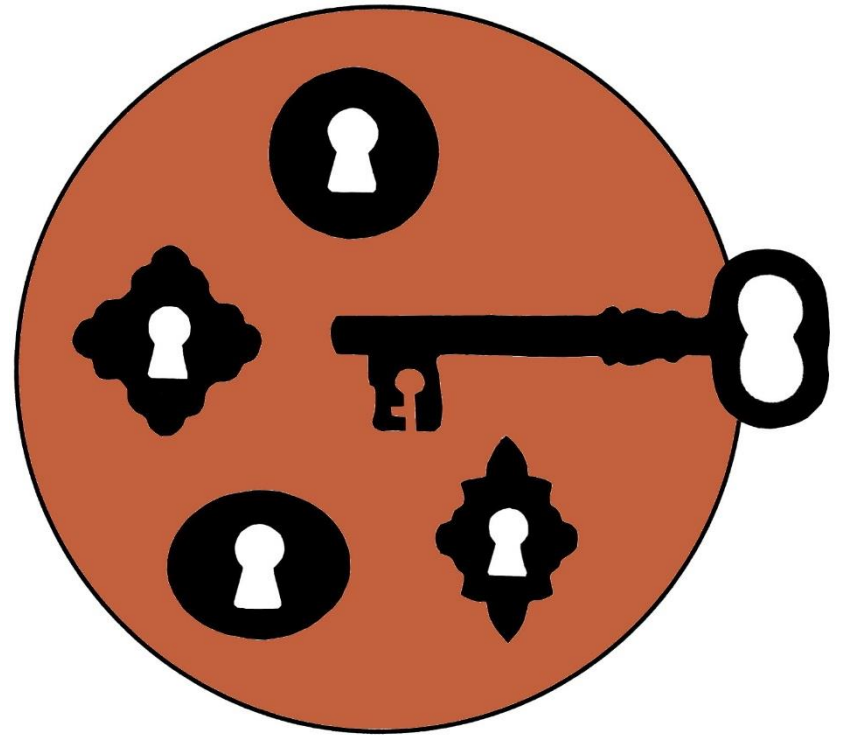
COERCION



DISCRIMINATION



OK, but why
is FORB
important?



Religious actors, FORB and social change

Religious actors are not always what they seem to be...

1. In line with power/majority
2. In open opposition to the rulers
3. Development or Human rights on surface- religious under the radar
4. Religious on the surface- HR under the radar

Religious actors and social change

1. In line with power/majority
- 2. In open opposition to the rulers**
3. Development or Human rights on surface- religious under the radar
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Religious actors and social change

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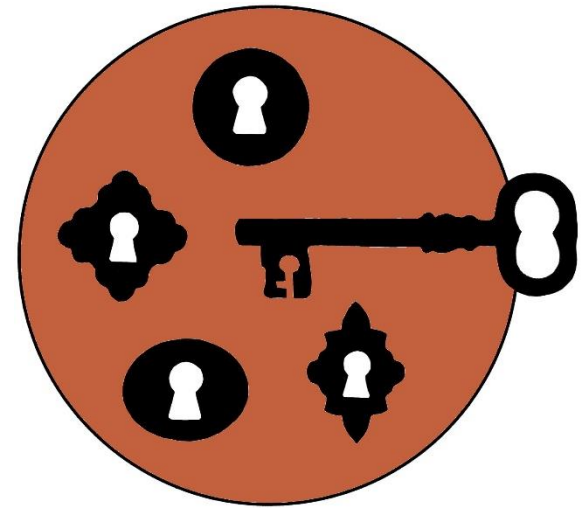


Discuss in table groups:

- Can we freely talk about norms and religion in our project areas?
- What legal frameworks exist to protect FORB in the country?
- Is there culture of freedom in relation to religion and belief in the country?
- Give both positive and negative examples if possible

Summary

General religious literacy



How have you already
answered these
questions: 3

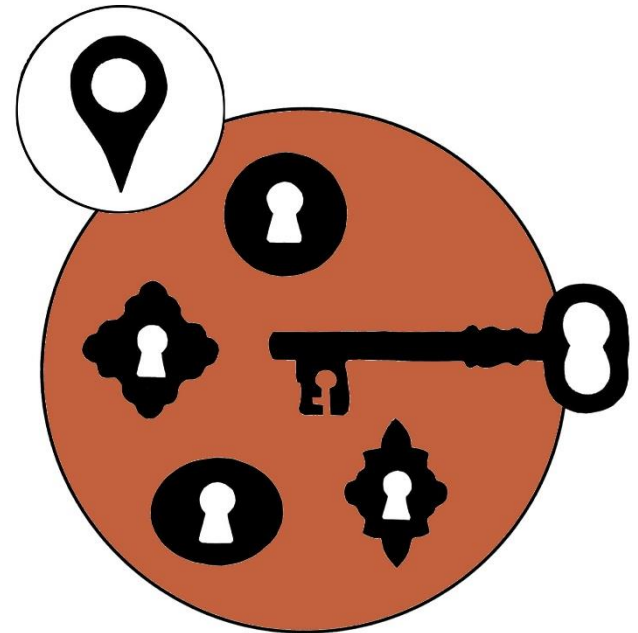
1. What religious actors and ideas are at work in our context?

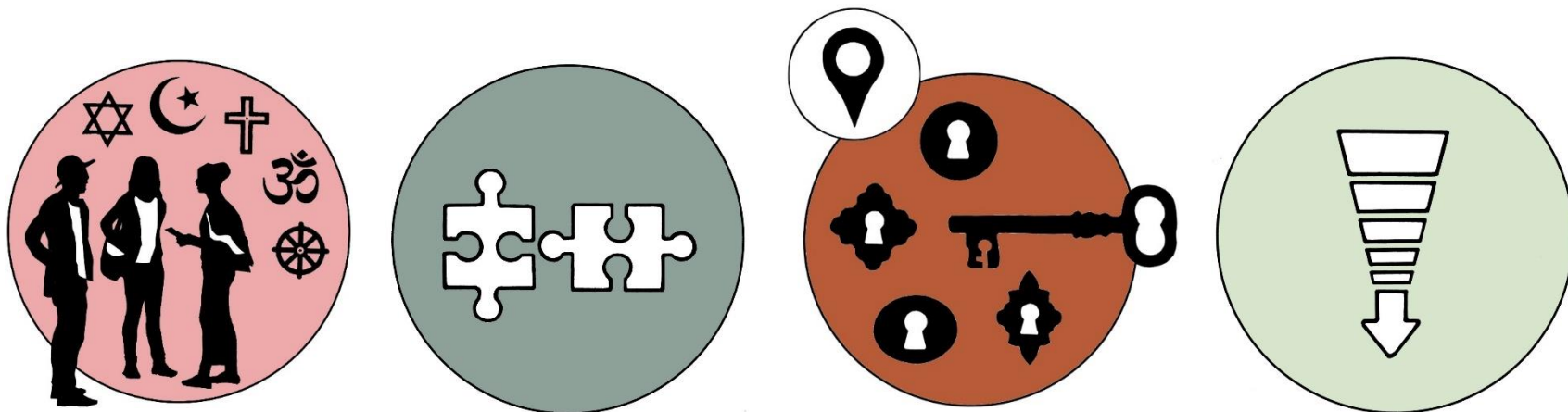


2. How well do we understand these religious actors?



3. Does the context allow us to ask questions about religion and belief?





Illustrations: © Majsan Sundell

Page 5, 10-22, 26-27, 29, 44-45, 65, 76-77, 81, 89, 93-98,
107-108, 117-120, 127-134, 137